



LAURENS MIDDLE

1035 W. Main St.
Laurens, SC 29360

Grades	6-8 Middle School	
Enrollment	415 Students	
Principal	Rhett Harris	864-984-2400
Superintendent	Billy R. Strickland	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Average	Good
2009	Average	Good
2008	Below Average	Below Average
2007	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

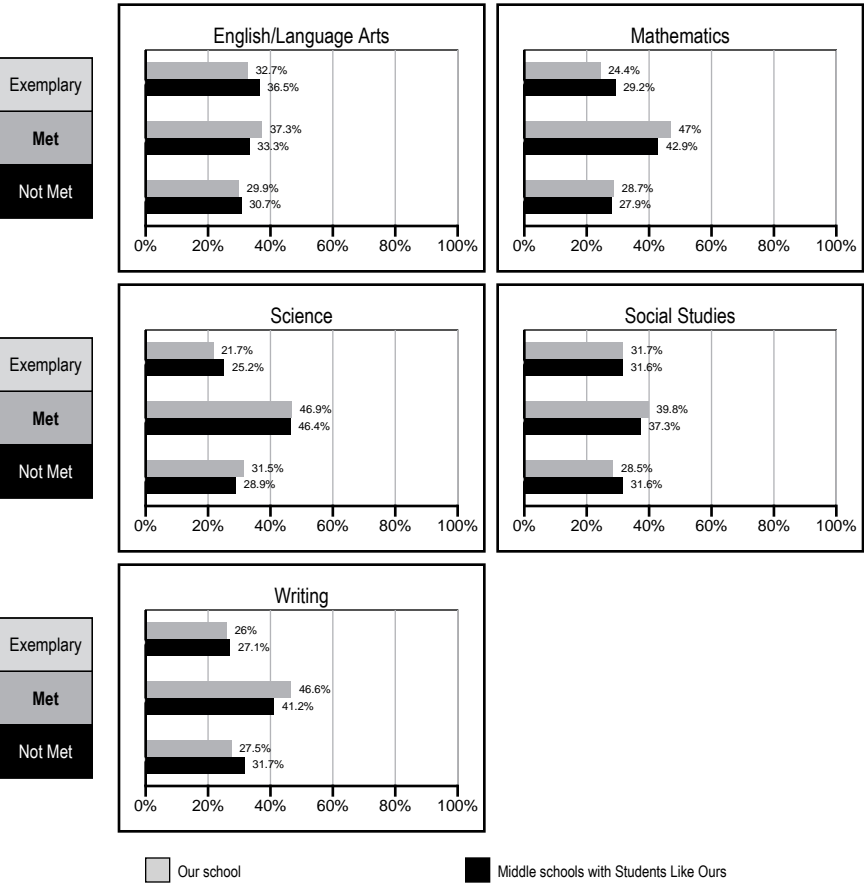
99.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	17	42	1	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	97.5%
English 1	91.4%	96.4%
Biology 1/Applied Biology 2	N/A	86.3%
Physical Science	N/A	82.0%
US History and the Constitution	N/A	N/A
All Subjects	96.0%	97.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=415)				
Students enrolled in high school credit courses (grades 7 & 8)	37.6%	Up from 32.7%	23.3%	24.5%
Retention rate	1.0%	Up from 0.5%	0.7%	0.7%
Attendance rate	96.1%	Down from 96.2%	95.6%	95.9%
Served by gifted and talented program	12.0%	Down from 16.0%	19.9%	17.8%
With disabilities other than speech	13.3%	Up from 11.8%	10.3%	9.2%
Older than usual for grade	5.1%	Up from 3.2%	1.5%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	44.0%	Up from 43.5%	61.3%	60.0%
Continuing contract teachers	92.0%	Up from 87.0%	87.2%	82.6%
Teachers returning from previous year	90.8%	Up from 84.1%	86.8%	85.6%
Teacher attendance rate	97.8%	Up from 96.8%	94.8%	95.3%
Average teacher salary*	\$45,841	Up 1.4%	\$46,554	\$46,300
Professional development days/teacher	15.1 days	Up from 12.3 days	9.2 days	9.9 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	25.8 to 1	Up from 23.2 to 1	21.5 to 1	21.5 to 1
Prime instructional time	93.3%	Up from 92.6%	89.8%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.0%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$6,975	Down 2.8%	\$7,483	\$7,634
Percent of expenditures for instruction**	65.7%	Up from 63.7%	64.4%	64.0%
Percent of expenditures for teacher salaries**	62.7%	Up from 60.3%	62.5%	61.2%

* Includes current year teachers contracted for 185 or more days.
** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Laurens Middle School was awarded the Palmetto Silver Award in 2010-2011 for both overall score on PASS and for closing the achievement gap for specific groups of students. Our fine staff of teachers should be the first to be congratulated for this achievement as they worked tirelessly to reach students at their point of need and carry them forward academically. A support staff of true professionals, interested and involved parents and district staff who provided support behind the scenes all made significant contributions in ensuring that our school year was a success.

In an effort to improve student reading, we instituted a thirty-five minute "Academy Time" to focus particularly on content area reading. All subject areas focused on literacy during this period. We used new technology to aid our curricular efforts by introducing Study Island to our students and continuing with the use of Teen Biz articles. Teachers continued to find creative ways to make literacy a point of emphasis throughout the school day and across the curriculum.

Students were recognized for their academic achievements and for their positive character and behavior in a variety of ways. Our "Score Big/Win Big" effort was a big success as students were rewarded with prizes through regular drawings based upon good grades, good classroom habits and high test scores. We finished the year by awarding a laptop to a deserving student at the Awards Day assembly. "Terrific Tigers" and "Leaders Making Strides (LMS)" were recognitions of students doing a variety of positive things throughout the school. Students were nominated by their peers and staff members for these very popular awards and pictures and quotes were proudly displayed in our main lobby.

The importance and relevancy of education was emphasized for students by superb efforts in Career Counseling. A variety of interesting speakers and field trips filled our year as students were introduced to a myriad of careers and opportunities available to them in the real world. Our staff did a magnificent job of regularly linking what students were doing in school to real world situations and employment opportunities. School Improvement Council (SIC) and the Parents and Teachers Organization (PTO) collaborated successfully to address student issues and to bring special events to the school. "The Fall Festival" sponsored by PTO was a big hit again as our community came out for an evening of fun and games. SIC and PTO put on a "Technology Night" for parents. The event received rave reviews.

Our students and staff continued to show their empathy for the community by being generous givers. "Relay for Life" raised money for cancer victims and culminated with a mini "Cancer Walk" for individuals touched by cancer. "Pennies for Patients" was another successful contribution from our student body to those who suffer or have suffered from leukemia. These and other efforts showed that LMS students understand the importance of aiding those who are less fortunate or who have experienced great difficulties.

Rhett Harris, Ed.D. Principal
Randy Hillmann, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	132	40
Percent satisfied with learning environment	85.7%	68.7%	89.7%
Percent satisfied with social and physical environment	95.2%	71.0%	84.2%
Percent satisfied with school-home relations	71.4%	80.9%	84.6%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate	96.1%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	420	100	29.8	37.1	33.1	80.8	79.7	82.4	Yes	Yes
Gender										
Male	211	100	35.3	31.8	32.8	76.1	76.1	78.7	N/A	N/A
Female	209	100	24.1	42.6	33.3	85.6	83.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	241	100	20.9	37	42.2	88.3	84.9	88.9	Yes	Yes
African American	151	100	44.4	36.6	19	69	71.8	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	27	100	30.4	43.5	26.1	78.3	70.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	68	100	66.2	18.5	15.4	44.6	51.3	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	28.6	42.9	28.6	81	70	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	249	100	39.8	35.1	25.1	74	75.6	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	420	100	28.5	47.2	24.2	81.6	78.6	81.9	Yes	Yes
Gender										
Male	211	100	30.8	42.3	26.9	78.6	76.8	79.9	N/A	N/A
Female	209	100	26.2	52.3	21.5	84.6	80.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	241	100	24.8	46.1	29.1	86.1	83.6	88.9	Yes	Yes
African American	151	100	35.9	49.3	14.8	73.9	70.7	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	27	100	21.7	47.8	30.4	82.6	70.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	68	100	73.8	21.5	4.6	47.7	48.9	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	19	47.6	33.3	85.7	71.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	249	100	35.5	45	19.5	76.2	74.3	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	271	100	31.4	47.1	21.6	68.6	62.4	68.6
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Gender

Male	139	100	29.5	43.9	26.5	70.5	63	68.3
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Female	132	100	33.3	50.4	16.3	66.7	61.9	68.9
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Racial/Ethnic Group

White	157	100	24.7	45.3	30	75.3	73.1	80.7
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African American	95	100	41.6	48.3	10.1	58.4	46.3	51.4
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
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Hispanic	18	100	N/AV	N/AV	N/AV	60	47.7	61.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
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Disability Status

Disabled	47	100	62.2	31.1	6.7	37.8	34.3	35.7
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
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English Proficiency

Limited English Proficient	15	100	30.8	61.5	7.7	69.2	47.7	60.7
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Socio-Economic Status

Subsidized meals	164	100	37.1	46.4	16.6	62.9	55.6	57.3
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Social Studies

All Students	269	100	28.3	39.8	31.9	71.7	67.7	72.5
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Gender

Male	138	100	29.5	35.6	34.8	70.5	68.3	72
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Female	131	100	26.9	44.5	28.6	73.1	66.9	73.1
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Racial/Ethnic Group

White	153	100	21	39.9	39.2	79	75.2	81
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African American	101	100	39.6	40.6	19.8	60.4	57.2	60
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
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Hispanic	14	100	27.3	36.4	36.4	72.7	50.8	69.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
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Disability Status

Disabled	41	100	66.7	20.5	12.8	33.3	41.3	40.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
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English Proficiency

Limited English Proficient	12	100	25	33.3	41.7	75	50	69.7
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Socio-Economic Status

Subsidized meals	153	100	36.9	39.7	23.4	63.1	61.3	62.9
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Abbreviations for Missing Data

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N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	135	99.3	27.5	46.6	26	72.5	70.2	73.2	96.1	95.8
Gender										
Male	69	98.6	34.8	42.4	22.7	65.2	61.8	67.2	96.2	95.8
Female	66	100	20	50.8	29.2	80	79	79.4	96	95.9
Racial/Ethnic Group										
White	79	100	17.9	48.7	33.3	82.1	75	81.5	95.8	95.5
African American	52	98.1	44.9	40.8	14.3	55.1	61.8	61.3	96.6	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	94.1	96.7
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.1	66.7	96.9	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.5
Disability Status										
Disabled	21	95.2	N/AV	N/AV	N/AV	15.8	28.7	26	95.5	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.3
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	64.4	65.7	97.7	97.4
Socio-Economic Status										
Subsidized meals	72	100	38.6	40	21.4	61.4	64.5	63.2	95.6	95.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	115	100	22.1	44.2	33.6	77.9
	7	141	97.9	23.1	43.1	33.8	76.9
	8	122	100	28.3	31.7	40	71.7
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	165	100	37.4	34.2	28.4	62.6
	7	119	100	22.9	38.5	38.5	77.1
	8	136	100	26.5	39.4	34.1	73.5
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	115	100	29.2	54	16.8	70.8
	7	141	97.9	23.1	48.5	28.5	76.9
	8	122	100	20	53.3	26.7	80
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	165	100	38.7	41.3	20	61.3
	7	119	100	22	48.6	29.4	78
	8	136	100	22	53	25	78
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	55	100	33.3	59.3	7.4	66.7
	7	140	98.6	23.1	61.5	15.4	76.9
	8	60	100	18.6	32.2	49.2	81.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	84	100	48.8	41.3	10	51.3
	7	119	100	20.2	55	24.8	79.8
	8	68	100	28.8	40.9	30.3	71.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	60	100	22	71.2	6.8	78
	7	139	99.3	32.3	46.9	20.8	67.7
2011	8	62	100	21.3	52.5	26.2	78.7
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	82	100	36.8	51.3	11.8	63.2
2012	7	119	100	28.4	35.8	35.8	71.6
	8	68	100	18.2	33.3	48.5	81.8
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	119	98.3	23	52.2	24.8	77
	7	135	100	21.5	52.3	26.2	78.5
2011	8	123	100	12.5	52.5	35	87.5
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	135	99.3	27.5	46.6	26	72.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample